

# Developmental Psychology

Department of Human Development



## M.A. PROGRAM

Major Code: **DEVD**

**Teachers College, Columbia University**

**2024 - 2025**

Developmental Psychology focuses on the development of individuals across their lifespan; at Teachers College, our focus is on the infant, preschool, school, and early adulthood life phases/years. Development occurs within contexts; at Teachers College, our focus is on the family, the preschool and school, the neighborhood, and the media. We are interested in both how development unfolds as well as in how trajectories may be altered by interventions and programs. Development involves interactions between the individual and environments; at Teachers College, our focus is on how biological characteristics and vulnerabilities are expressed in various contexts and on how gene by environment interactions are expressed (and may be altered).

The M.A. Program in Developmental Psychology at Teachers College focuses on disparities in wellbeing across different groups (ethnicity, social class, and gender), as well as programs and policies that might reduce these disparities. The program focuses not just on school readiness and school achievement but also on economic, physical and mental health, cognitive, motivational, social, and emotional outcomes and processes. While theoretical in orientation, the research done in the Developmental Psychology program has relevance for policy and practice.

Students within the Master of Arts Program in Developmental Psychology at Teachers College will acquire familiarity with developmental psychological theory, methods, analytic techniques and research knowledge. Candidates will also learn about programs, practices, and policies that may influence development of children, youth, and families.

The M.A. Program in Developmental Psychology requires completion of 32 points. Length of full-time study is either two semesters and the summer or three semesters at Teachers College. For candidates

who are enrolled on a part-time basis, the length of study is longer. All candidates are required to complete a Special Project.

A unique aspect of the M.A. Program is that students have the opportunity to participate in faculty research. In addition to the Research Capstone course, M.A. students have the opportunity to participate actively in a research group via a Research Practicum course within the department. Many students develop ideas for their Special Projects based on work undertaken in the Research Practicum. Some students have also developed papers for publication or presentation at national conferences.

Information regarding the research areas currently under investigation by faculty and doctoral students will be made available at the fall student orientation or can be obtained from the department office. Students may be involved in the typical phases of an ongoing research project (conducting experiments, transcribing video or audio records, coding data, analyzing results, etc.).

## **Program Requirements**

Masters of Arts (32 points)

### **A. Five CORE courses taken for 3 points each.**

#### **1. The following three courses:**

HUD 4120 Methods of Empirical Research

HUDK 5023 Cognitive Development

HUDK 5040 Development and Psychopathology: Atypical Contexts and Populations

#### **2. One of the following two courses on Social-Emotional Development:**

HUDK 5121 Children's Social & Emotional Development in Context

HUDK 5029 Personality Development and Socialization across the Lifespan,

#### **3. A fifth course selected from among the following options:**

HUDK 4027 How Children Learn Math

HUDK 4029 Human Cognition and Learning

HUDK 4080 Educational Psychology

HUDK 5024 Language Development

HUDK 5025 Spatial Thinking

HUDK 5030 Visual Explanations

BBSN 5007 Neuroscience Applications to Education

BBSN 5193 Neuroscience of Adversity

BBS 5068-5069 Brain and Behavior I and II

### **B. One of the following three STATISTICS courses taken for 3 points.**

HUDM 4120 Basic Concepts in Statistics (if no undergraduate statistics)

HUDM 4122 Probability and Statistical Inference

HUDM 5122 Applied Regression Analysis (prerequisite HUDM4122)

**C. Two SPECIALIZED Courses in the Developmental Psychology Program taken for 3 points each.**

**\*\*\*Special Project\*\*\***

**Each student shall complete a Departmental Special Project.**

The Capstone will be the course in which students are mentored on their special projects. The special project is intended to be a "culminating experience" that allows the student to integrate in one paper various aspects of what has been learned at Teachers College. The project does not have to be an empirical study; it can be a literature review or theoretical paper. If the special project involves an empirical study, it does not have to be a complete investigation; it can be a report of a pilot study. Students should aim to generate an organized, scholarly document, reporting thoughtful, careful and rigorous work.

**1. HUDK 5500 Capstone**

**2. One additional course in the Developmental Psychology Program (a Research Practicum is recommended)**

**D. Additional courses outside the Developmental Psychology Program taken for 1-3 points each. (To meet the College breadth requirement, students must take a total of six points outside the program, by any combination of courses)**

**E. One ELECTIVE COURSE selected in consultation with an advisor. Note: Students doing a field-based internship should enroll in HUDK5100.**

## **Other information on Degree Requirements**

Students should familiarize themselves with the other graduate divisions of Columbia University from the various websites for each of the schools. With the advisor's consent, a student may take up to 6 credits toward the Master's degree at any of the other graduate divisions of the University (for example, the Graduate School of Arts and Sciences, the Journalism School, Law School, School of Medicine, and School of International and Public Affairs), assuming that all other college and department requirements specified above are also fulfilled. However, please note that courses outside of Teachers College cannot be used to satisfy the breadth requirement.

## **Transfer Credit**

For the M.A. degree, no transfer credit is granted for work completed at other universities.

## **Satisfactory Progress**

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually reviews each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.

## **Academic Dishonesty**

Students who submit work either not their own or without clear attribution to the original source (this includes borrowed phrases, sentences, organizational structure from published work without proper APA citation), fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.